

Lexington City School System
Foundational Literacy Skills Plan

Approved: May 12, 2021

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Grades K-1

- Instructional time includes one hour of foundational skills instruction grounded in reading science and aligned to the TN State ELA standards. Our K-1 uses CKLA and the TN Foundational Skills Curriculum Supplement to ensure that our students are receiving instruction and engaged in activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary building work.
- Foundational skills instruction is demonstrated as the primary form of instruction, for example teachers will explicitly teach a sound, the students practice the sound aloud (learning how to produce pure sound), the teacher models writing the sound, the students refer to their individual code chart on which they write the sound, then students apply the skill in independent practice (small group or individual).
- Our improvements for 2021-2022 are grounded in continuing a designated time for teachers to collaborate, plan, and problem solve (for example, including and refining the opportunities to develop and practice writing skills which provide extended opportunities to use the foundational literacy skills) and as they internalize the instructional plan through unit level and lesson-level preparation.

Grade 2

- Instructional time includes a minimum of 45 minutes of foundational skills instruction grounded in reading science and aligned to the TN State ELA standards. Our 2nd grade uses CKLA (selected from the state approved list provided by the Textbook and Instructional Materials Quality Commission) and the TN Foundational Skills Curriculum Supplement to ensure that our students are receiving instruction and engaged in activities that build phonological awareness, phonics practice, and fluency practice in addition to comprehension and vocabulary building work.
- Foundational skills instruction is provided as the primary form of instruction, for example students will work on phonics skills with an emphasis on vowel sounds, two-syllable words, contractions, recognizing high-frequency “tricky words,” and learning grammar applications for effective complex fluency practices. Students focus on how multiple letters can create single sounds

and practice applying this concept with complex vowel patterns, separated digraphs, /oo/, and /u/ vowel + /r/ combinations. Teachers continue to use chaining, dictation, decodables, and strategies such as word walls.

- Includes explicit instruction and student practice in phonemic awareness, phonics, fluency while using read aloud texts and decodable texts to help students build the background knowledge and vocabulary critical to listening and reading comprehension

Daily Foundational Literacy Skills Instruction in Grades 3-5

- Integrated literacy block for grades 3-5 are grounded in reading science and aligned to the TN ELA standards. Our ELA curriculum, Learnzillion was selected from those approved by the state Textbook and Instructional Materials Quality Commission. During the integrated ELA block that meets an evidence-based approach to applying foundational skills within daily lessons, our students receive a total of 75 minutes of ELA instruction. Instructional time includes a minimum of 30 minutes of foundational skills instruction (isolated or embedded) which includes fluency, grammar, morphology, spelling, and writing. For approximately 45 minutes per day, students are working on fluency, comprehension, and vocabulary using the Learnzillion curriculum while also identifying those foundational skills that are embedded within the current read aloud or decodable text. For example, in the domain entitled, Treasure Island, the 3rd grade students will be reading both literary and informational texts about different types of treasures, the ways people hunt for treasures, and the types of treasures that have been found or lost. They will begin by activating their background knowledge of what they know about treasures and then read independently and/or aloud. After the daily reading session, the students may conduct a gallery walk outlining new vocabulary and respond to an inferential question that requires students to identify evidence within the text to support their answer.
- An evidence-based approach is used to teach foundational skills within these daily lessons. The foundational skills are embedded in such a way that a teacher can provide explicit support for vocabulary needed to access the complex text. For example, the students study the suffix -ful, helpful, colorful, cheerful, etc. Students identify the root word in each word. Students make a list of other words with -ful. They search in their current book for words that have -ful that could be added to their list. Students use this knowledge as they navigate through their class book studies and writing lessons.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

LearnZillion - 3-5 Guidebooks

Additional Information about Instructional Materials

K-2 grades are also using the TN Sounds First Foundational Literacy Curriculum from the Best for All Website.

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

STAR Reading is the current universal screener for grades 1-5. STAR Early Literacy is currently the universal screener for Kindergarten. These are administered three times per year. Students that fall below the 25th percentile are then given the PASS (Phonological Awareness Skills Screener) or PWRS (Phonics and Word Reading Survey) assessment to make important determinations about dyslexia-specific accommodations and interventions. We will begin using the Universal Screener that the state is providing beginning in the Fall of 2021.

Intervention Structure and Supports

LCSS's intervention structure will begin with the universal reading screener provided by the state. All LCSS students will take this universal reading screener at the beginning of the year. Principals, academic coaches, interventionists, and teachers will meet together to analyze the resulting data to identify students who score below the 25th percentile. Students who fall between the 25th percentile and the 10th percentile will be discussed at a District Data Team meeting, where other sources of data, such as academic grades and teacher reports, will be considered. If it is determined the student could benefit from intervention, the student will then be placed in a Tier 2 group, where they will receive 30 additional minutes of ELA per day using researched based programs and strategies proven to be effective in improving students' foundational reading skills, such as Exact Path, Study Island, and the intervention component of their high quality reading materials. Those students falling below the 10th percentile will be placed into a Tier 3 group, where they will receive 45 additional minutes of ELA per day, also using researched based programs and strategies, such as Exact Path, Power Reading, and the 95% Group. In addition to all these, Tier III will also use some of the state provided Sounds First early foundational literacy curriculum. Students in Tier II and Tier III will also be further screened using the PASS and the PWRS assessments in order to identify possible characteristics of dyslexia. Students who do show signs of dyslexia will receive intensive interventions as outlined in the state dyslexia law, using programs such as Spire, which has proven to be strong, effective support for students with dyslexic tendencies. Students in Tier 3 who fail to show progress after at least 8 weeks with the use of multiple intervention strategies will be referred to the District Data Team for possible Special Education referral.

LCSS will designate intervention times daily for all Tier 2 and Tier 3 students according to the RTI framework. The principals will work closely with the intervention supervisor to ensure that intervention time is protected and occurs consistently throughout the year. Tier II instruction will be carried out by grade level teachers and building employees. Tier III instruction will be carried out by Reading interventionists. All RTI teachers will be required to keep a daily log for each student marking the attendance and activities of each. Fidelity checks will be carried out periodically by building principals, academic coaches, the intervention coordinator, the school psychologist, and the

Special Education director to ensure that RTI students receive quality, research-based instruction during intervention time.

Tier 2 students will be progress monitored every 10 instructional days, and Tier 3 students will be progress monitored every 5 instructional days. ELA students are progress monitored using the STAR CBM program. Intervention teams will meet regularly to analyze progress monitoring data, review student progress, and adjust intervention strategies. Grade level PLCs will occur every two weeks to discuss current RTI students' progress. Also during these meetings, teachers will share concerns about students who are not yet in RTI but may benefit from intervention. Teachers will fill out an RTI Referral Form for students who may need to move into or out of RTI, or who may need to move within the tiers. The principals will forward these referrals to the intervention coordinator, who will pull student data and add the names of concerns to the agenda for the next District Data Team meeting. The District Data Team will meet once per month and will consist of the intervention coordinator, the building principals, the school psychologist, the academic coaches, the supervisor of instruction, and the Special Education supervisor. Student referrals will be discussed along with current data for each referral,

Parent Notification Plan/Home Literacy Reports

The Parent Notification Plan:

The district has a clear plan to communicate with parents if their child is “at-risk” for a significant reading deficiency in grades K - 5. Student scores are detailed in a letter where the language is parent-friendly. Letter includes a clear explanation of gap skills, the depth and extent of the student’s needs, and how these gaps will be addressed during intervention. If the student has been identified with the characteristics of dyslexia, the parent letter will also include information and resources regarding dyslexia. The Plan includes no-cost activities for families to support learning at home and provides information on the importance of 3rd grade reading proficiency and how it affects learning across all content areas.

Following the fall, winter, and spring universal screening of each student in grades K - 5, the data is analyzed by the district academic coaches. The academic coaches meet with the classroom teachers, principal, and the reading interventionists to discuss the data and determine intervention placement. Students who have a significant reading deficiency scoring below the 25th percentile on the universal screening will be targeted. During intervention, the student’s gap skills will be addressed and regularly progress monitored to ensure gaps are being shortened.

The reading interventionists will send home a parent letter indicating the student’s skill deficit(s), recommended intervention, length of daily intervention, and timelines for both progress monitoring and any additional parent notifications of student progress. (Parents are notified every 4.5 weeks of their child’s progress during intervention.) They may also send a list of resources and activities that parents can use to support the child at home. These will be no prep or low prep activities as well as computer resources that promote reading and literacy.

To further inform the parents, the reading interventionist may send home reports from the progress monitoring instrument that will also help explain the depth and extent of the student’s needs. These reports could include student’s performance relative to norms (national and local), rate of

improvement, growth percentile, Lexile score, goal score, number of errors, and projected trendline for meeting the goal.

Professional Development Plan

Professional Development on Foundational Skills for all K - 5 Teachers:

The Professional Development (PD) Plan provides a deep training for all ELA teachers in grades K - 5 on foundational skills instruction that is grounded in a phonics-based approach. This includes phonological awareness, phonemic awareness, phonics, fluency, and vocabulary development and is absent of cueing or MSV strategies. Trainers are experienced, deeply trained in materials, and have a proven track record of supporting districts in foundations skills instruction. Teachers are trained to demonstrate knowledge and competency in the instruction of foundational skills which will be gauged by state and district testing and by classroom observations. In addition to the previous training held during the 2020-21 school year, K - 5 ELA teachers, Special Education teachers, academic coaches, and principal will participate in one week of online Reading 360 Early Literacy Training during April-June 30, 20221 and one additional week in-person Reading 360 Early Literacy Summer Training at Lexington High School during the weeks of June 21, 2021 and July 12, 2021.